

# Weekly Overview of Learning

Year Group: 5

Week beginning: 06.05.24

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English	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b><u>LI: To construct a narrative poem inspired by the Highwayman</u></b>	<b><u>LI: To identify the features of a newspaper report</u></b>	<b><u>LI To identify the key events within a story</u></b>	<b><u>L.I. To empathise with characters in a story</u></b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> perspective, feelings, emotions, similes, metaphors, mapping, sequence, empathy</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What style does Alfred Noyes use within the poem and what impact does this have on the audience?</li> <li>• What is an antonym?</li> </ul> <p>What are the features of a poem/narrative poem?</p>	<p><b><u>Key Vocabulary:</u></b> Features, organisation, structure, identify, purpose, headline, by-line, captions, past tense, reported speech, quote, caption, article, factual, exaggeration</p> <p><b><u>Key Questions:</u></b> What text type do you think this is? How do you know? Which features do you already know? Are there features which compare to other text types? Can you list some of the features? what is its purpose? Who is the audience?</p>	<p><b><u>Key Vocabulary:</u></b> Story, narrative, legend, story-mapping, chronology, retrieval, adverbials of time</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• who is the main character?</li> <li>• What is their purpose?</li> <li>• Can you work out the beginning, build up, problem, resolution and ending?</li> <li>• What is chronological order?</li> <li>• Why is story mapping useful?</li> </ul>	<p><b><u>Key Vocabulary:</u></b> empathy, thoughts, characteristics, personality, traits,</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• Can you recap the main events of Robin Hood?</li> <li>• What characteristics does Robin Hood have?</li> <li>• How would you compare him to The Highwayman?</li> <li>• What choices did the characters have?</li> </ul>
<b>Activities</b>	<p>Children will look back at their 'boxing up' plan from previous week. Highlight the success criteria for today's writing, How will we write in the style of Alfred Noyes?</p>	<p>Look at various types of newspapers, discuss what features they can identify independently. Task – annotate the features of a newspaper report with shared class help Then match the feature with the</p>	<p>Identify various uses of fronted adverbials – then focus in on time adverbials, Show where they are used in newspaper articles. Use of talk for writing, to create a comic strip sequencing the main events of a story of Robin Hood in</p>	<p>Create a comparison chart, comparing Robin Hood to the Highwayman</p> <p>Drama scenario – 'conscience Alley'. Pose questions to Robin Hood, using their</p>

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	<p>Children will write the first 2 stanzas of their own poem from Tim's perspective using previously identified features</p> <p>Children we conclude their narrative poems. Focus on the ending being repetitive and changing the tense from the first stanza to the last stanza.</p>	<p>correct definition.</p>	<p>your books.</p> <ul style="list-style-type: none"> <li>– Draw an image for each important part of the story, making sure it is in chronological order</li> <li>-use adverbials of time for each event.</li> </ul>	<p>knowledge of the story. Pose similar questions to The Highwayman</p> <p>Think about the characters responses based on what we know about their personalities and story.</p>
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Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>Learning Intention</b></p>	<p>LI: To use text clues to identify characters' feelings / motives</p>	<p>LI: To use background knowledge and text evidence to interpret events</p>	<p>LI: To justify the actions of a character using evidence from the text</p>	<p>LI: To use cohesive devices to form inferences</p>
<p>Activity:</p>	<p>Children will see a variety of images and texts and answer a range of inference-based questions.</p>	<p>Children will discuss the different types of inference questions they may come across. They will then read a text and answer some inference questions about it.</p>	<p>Children will discuss the different types of inference questions they may come across. They will then read a text and answer some inference questions about it.</p>	<p>Children will read chapters 4-5 of Spy Master and answer inference questions about what they have read.</p>

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Maths		Lesson 2	Lesson 3	Lesson 4	Lesson 5
		<u>L.I: To translate 2D shapes using coordinates</u>	<u>L.I: To translate 2D shapes using coordinates</u>	<u>L.I: Identify lines of symmetry in 2D shapes</u>	<u>L.I: Identify and represent the position of a shape following a reflection</u>
Key vocabulary and key questions		<p>If a point on a coordinate grid moves up or down, what happens to the coordinates? What do you notice about the x-/y-coordinate when a point is translated up/down or left/right?</p> <p>If you know how a point is translated, how can you work out what the new coordinates will be?</p>	<ul style="list-style-type: none"> <li>• If a point on a coordinate grid moves up or down, what happens to the coordinates?</li> <li>• What do you notice about the x-/y-coordinate when a point is translated up/down or left/right?</li> <li>• If you know how a point is translated, how can you work out what the new coordinates will be?</li> </ul>	<ul style="list-style-type: none"> <li>• What does "symmetrical" mean? What is a line of symmetry?</li> <li>• What does "vertical"/"horizontal"/"diagonal" mean?</li> <li>• How can you show a line of symmetry on a shape?</li> <li>• What will each side of a shape look like either side of a mirror line?</li> <li>• Can a shape have more than one line of symmetry?</li> <li>• How can grid lines help you to find lines of symmetry on a shape?</li> <li>• Does using a mirror help you to find a line of symmetry?</li> </ul>	<p><u>Key vocabulary</u></p> <p>Reflection, reflect, mirror, translation, vertex, 2D shape, coordinates</p> <p><u>Key questions</u></p> <p>What is reflection?</p> <ul style="list-style-type: none"> <li>• What does a shape look like when it has been reflected?</li> <li>• How can using a mirror help you to reflect shapes?</li> <li>• How could reflecting one vertex of a shape at a time help?</li> </ul>
Introduction		<p>This small step builds on the learning of the previous step, to now include understanding of how coordinates change when points are translated. Begin by getting children to realise that when a point is translated to the left or right, the y-coordinate remains the same and the x-coordinate changes, and when it is translated up or down, the x-coordinate remains the same</p>	<p>This small step builds on the learning of the previous step, to now include understanding of how coordinates change when points are translated. Begin by getting children to realise that when a point is translated to the left or right, the y-coordinate remains the same and the x-coordinate changes, and when it is translated up or down, the x-coordinate remains the same and the y-coordinate changes. They can then use this understanding to work out the new coordinates of translated points without the help of a grid. They should also be able to</p>	<p>Children first identified vertical lines of symmetry in shapes in Year 2. In this small step, that learning is extended to include any line of symmetry in a 2-D shape. Begin by recapping the definition of a line of symmetry. Mirrors are a useful aid for this. Children then identify shapes on a grid that have a mirror line. Once they are confident at finding a single line in a shape (horizontal, vertical or diagonal), they move on to identifying shapes that have more</p>	<p>Begin by looking at what reflection is and how it is different from translation. The use of mirrors is helpful for this, but this time children need to place the mirror on the given line rather than in the middle of the shape. As well as using squared paper, model reflecting a shape on a coordinate grid where the mirror line is a line parallel to one of the axes, reflecting one vertex of the shape at a time.</p>

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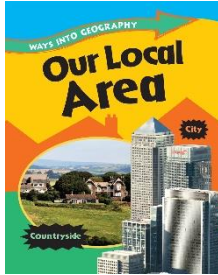
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		<p>and the y-coordinate changes. They can then use this understanding to work out the new coordinates of translated points without the help of a grid. They should also be able to describe how a point has been translated to another point both with and without using a grid. Children then move on to looking at shapes on a coordinate grid. If they know where one of the vertices is going to be translated to, they can work out the coordinates of where the other vertices will be translated to.</p>	<p>describe how a point has been translated to another point both with and without using a grid. Children then move on to looking at shapes on a coordinate grid. If they know where one of the vertices is going to be translated to, they can work out the coordinates of where the other vertices will be translated to.</p>	<p>than one line of symmetry. Children can also identify lines of symmetry on shapes without the aid of the grid that they can use to check the size of both parts by counting. It is worth remembering that this is the first time that children have explored shapes with multiple lines of symmetry in different orientations, and a lot of modelling may be needed.</p>	
<p><b>Main Activity</b></p>	<p>Children will complete a range of conceptual variation questions in their books to practice the knowledge learned in the lesson. They will move onto reasoning and problem-solving challenges when they demonstrate a level of confidence and understanding with the taught content.</p>				

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Reading	Science	Topic - Geography
<p><b>Daily for 20 minutes</b></p>  <p>Use your <b>reading plus login</b>, Bug Club or Doodle English to read and answer questions on a text.</p> <p>Remember to write this into your diary each time too!!</p>	<p><b>L.I:</b> To research the influence of scientists on our understanding of forces</p>  <p>Using an iPad in pairs, research an influential scientist who has made a discovery or tested different forces. Scientists to choose may include Sir Isaac Newton, Archimedes or Galileo</p>	<p><b>L3 LI:</b> To compare and contrast historic and modern OS maps, to build knowledge of the local area.</p>  <p>Children will recap on their knowledge of their local area; Hounslow. Children will look at photographs of Hounslow nowadays and compare this to the area hundred years ago; noticing changes which have occurred and why these have happened. From this, children will link their knowledge of Hounslow Heath and the Highwayman and what the location may have looked like. Children will use Digimaps to look at maps in different modes and from various years..</p>
Music/ D&T	PSHE / RE	PE / Spanish
<p><b>L4 LI To extend design ideas through research and sketchbook use.</b></p> <ul style="list-style-type: none"> <li>Children will look at and describe Hundertwasser's work and buildings. They will select information and present it in an interesting way by developing new ideas inspired by the style of an artist.</li> </ul> <p><b>L4 LI To create a musical theatre scene</b></p> <p>Children will recap their knowledge of musical theatre and what features make a theatre production. This will be a first lesson of 2, for children to create their own musical theatre piece in groups which will tell the story of a 'journey.' Children will begin to write a script based on this title.</p>	<p><b>L4 LI:</b> To understand the dangers of online gaming</p> <p>Children will create a guide for moderators on acceptable and unacceptable actions in a game, as well as the consequences for those who break the rules.</p> <p><b>L4 LI:</b> To understand how Sikh Gurus were selected and the qualities valued in Sikh teachings</p> <p>Children will learning about how different gurus have been selected across different religions. They will think about the similarities and differences between each selection process for the Gurus.</p>	<p><b>L4 LI:</b> To use the negative structure "no tengo..."</p> <p>Children will recap their knowledge of language for pets. They will further consolidate their knowledge of Spanish and progress linguistically by learning to use the negative structure "no tengo.." to enable them to say what pet they do not have.</p> <p><b>L4 LI To develop a variety of fielding techniques and when to use them in a game.</b></p> <p>Children will continue their rounders skills, this week focusing on the fielding aspects. They will consider where they are in relation to the ball before choosing which technique to use. They will work on moving their feet to track and retrieve the ball and be able to scoop the ball to their chest to help collect the ball more successfully.</p>

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## Homework

Dear Year 5,

This grid contains homework for you to complete over the next week. We expect to see it completed by 14<sup>th</sup> May. Remember **to upload your work to Google Classroom**. Please continue to practise your times tables and develop your love of reading further!

Thank you,

Mr Severn, Mrs Hounsell and Mr Brain

### Reading

### Maths

### Topic/Other foundation subjects including writing

**Please read every day** and record this in your pupil planner as a reading log.

Remember to bring your planner every day. Every **Monday**, your planners will be checked and signed off by your teacher.

**Reading plus**  
**20 minutes**

Spelling and dictation –  
**What is the spelling pattern this week?**

Remember to try and use these words in sentences to show that you understand their meanings.  
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**Week 4**  
**Adverbials of place**

nearby  
everywhere  
nowhere  
inside  
downstairs  
outside  
upstairs  
underneath  
behind  
somewhere

This week we would like to you to complete online learning on my maths and reading plus.

**This week on my maths your task is translating and reflecting.**  
**We would like you to achieve at least 80% on this task.**



**This week on reading plus we would like you to read for at least 30 minutes this week we will be checking the times that you read for.**

**Please complete on Google classroom or on paper.**